

school were sent only because they had already proved themselves difficult to manage at home. The parents of two or three of these children turned out to be not in the least sympathetic to the actual methods of the school, nor understanding of the nature of the educational problem their children created. They appeared to expect me to bring about a radical change in behaviour and attitude by some sort of educational magic, and when I was not at once able to do this, they blamed me and the school for the unhappiness and difficult behaviour of the children, apparently forgetting their own previous problems altogether. Very naturally, these children were taken away from the school, some at the end of the first term, others during the course of the first year.¹ By this process of natural selection, we presently had a group of parents who understood and valued the work of the school and gave it continued support to the time when it had to close down for financial reasons.

What, then, happened to these difficult children? I have elsewhere summed up the course of the first year's life in the school, and may perhaps quote that description here. During the first and critical year the behaviour of the children went through a succession of well-marked phases. The first was one of brief quiet and subduement, due in part to the strangeness of a new place and new people ; and in part, at least as regards the difficult children, to the expectation of the same kind of punishment as they were used to at home. Then they began to wake up to the fact that over a large area of their desires and impulses the customary checks and penalties were removed. They found not only that they were free to run about, and to occupy themselves in any way they liked, either with real material or phantasy, but also that at the first hint of quarrelsomeness they were not

forcibly
separated or scolded or spanked. Then followed
an outburst
of disorder and boisterousness; in which the
aggressiveness of
eleven or twelve physically healthy young boys
found vent.
Throughout this period a considerable amount of
constructive
play went on, and there were many periods of
happy co-operation
and contentment, of friendliness and
affection to grown-
ups. But there were hours when the majority of
the children

¹ I do not mean that all children who did not stay
more than one
year in the school were "difficult" There were one or
two who left
for other reasons.